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ABSTRACT

This handbook, created by the British Columbia Council on Admissions and Transfer (BCCAT), serves as a guide to individuals who serve on postsecondary articulation committees in British Columbia. The handbook is divided into four parts. Part A includes a chart detailing the major activities of BCCAT and a description of the membership, purpose, and objectives of the Transfer Articulation Committee (TAC) responsible for overseeing the work of all articulation committees. Part B includes a description of the roles, objectives, goals, and other guidelines for articulation committees; a description of the roles and responsibilities of BCCAT and articulation committee chairs, individual committee members, and system liaison persons; and guidelines for setting effective meeting agendas and taking minutes. Part B also includes answers to frequently asked questions, such as the process to be followed when an institution changes its curriculum, how to encourage institutions to participate in articulation committees, how to keep meetings on track, and the expectations of host institutions. Part C outlines principles and guidelines for transfer, including procedures for flexible and innovative transfer and guidelines for block transfer agreements. Part D provides a copy of the Transfer Credit Evaluation Form and the Articulation Committee Meeting Report Form. (KP)

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Articulation Committee Handbook

THIRD EDITION

A Guide to the Mandate and Operations of Post-Secondary Articulation Committees in British Columbia

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BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

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Articulation Committee Handbook:
A Guide to the Mandate and Operations of Provincial Post-Secondary Articulation Committees in British Columbia

Third Edition

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Introduction

Greetings from BCCAT!

Provincial articulation committees play a critical role in the operation of the B.C. post-secondary system, and can enhance student success within that system. Students' access to programs and institutions, their transfer through the system and their equitable treatment are all affected by articulation committee decisions.

Articulation committees also provide an invaluable forum for discussion of new developments in disciplines and for fostering collegial relationships. The essential role performed by articulation committees within the B.C. post-secondary system is described in detail in the document on page 12. This document is also available as a separate brochure from the BCCAT office.

Since its inception in 1989, the B.C. Council on Admissions and Transfer has had responsibility for the coordination of provincial articulation committees. This relates to the Council's mandate to forge linkages among post-secondary institutions to ensure an accessible and responsive transfer environment for B.C. students. All the Council's projects and initiatives have been and continue to be directed to this end. Diagrammatic overviews of the Council and its activities are provided in this handbook to illustrate how integral articulation committees are to the functions and mandate of the Council.

This handbook has been especially designed for individuals who serve on articulation committees, as chairs, system liaison persons, or as a representative from an institution or organization. Additional information is available on our website (www.bccat.bc.ca). There you will find:

- an electronic version of this handbook;
- the online transfer guide;
- current contact information for articulation committees and links to articulation committee websites (where they have been established);
- information on resources and funding for articulation projects;
- research reports related to transfer issues, and much more.

You can also phone, fax or e-mail us at the addresses listed below. We are always happy to help in any way we can.

Phone number: (604) 412-7700 *Fax number:* (604) 683-0576
Web Site: www.bccat.bc.ca *E-mail:* admin@bccat.bc.ca

Part A:

B.C. Council on Admissions & Transfer (BCCAT)

B.C. Council on Admissions & Transfer

Major Activities

Transfer

Co-ordinate Articulation Committees & Transfer Agreements

Transfer Policy
- principles and guidelines for transfer
- advice and assistance to Ministry
- advice and assistance to institutions
- minimum letter grade for transfer
- information on non-traditional transfer
- private to public articulation issues

Articulation Committees
- Articulation Committee Handbook
- receiving, monitoring, responding to minutes
- appointing system liaison persons
- annual meeting of chairs
- liaison with secondary school system

BC Transfer Guide
- co-ordination
- production and distribution
- on-line updates
- web-based transfer request form

Improving Transfer
- transfer pathways
- transfer innovation projects
- block transfer
- mediating transfer disputes
- seminars and workshops on articulation and transfer

Associate degrees
- curricular requirements
- transfer and admission policies

Review and Recommend Transfer Processes

Timing issues for transfer students
- marking and review deadlines
- late grades
- semester/term dates

Tracking issues for transfer students
- electronic data interchange
- transfer credit evaluations
- lost documents

Record keeping issues
- record and transcript standards
- course numbers and discipline prefixes
- listing of course credit values

Information/communication issues
- "official" and institutional transfer guides
- course outlines
- Transfer Liaison Network
- transfer credit appeals
- assistance to new institutons on transfer processes

Admissions

Policy and Practice
- general admissions information
- system wide summary of institutional policies
- access for transfer students
- admission processes for transfer students
- admission requirements for transfer students

Research

Areas of Study
- policy reviews
- transfer student profiles
- transcript assessments
- student surveys
- retention and attrition
- patterns of student mobility
- transfer rates
- transfer administrative processes
- admissions information
- overall transfer effectiveness

Communications

Publications
- *BC Transfer Guide*
- BCCAT Online
- newsletters
- research reports
- research report summaries
- policy discussion papers
- brochures
- handbooks
- annual reports

System Collaboration
- with institutions
- with agencies
- with system committees
- with Ministry

Student Advising
- student transfer handbook (*B.C. Transfer Tips*)
- reply to student queries, FAQs
- Transfer Liaison Network
- *The Advisor*

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

SUPPORTING BC's EDUCATION SYSTEM

MANDATE:
Council's mandate is to provide leadership and direction in facilitating articulation, transfer and admission arrangements among colleges, university colleges, institutes, agencies and universities in B.C. Specifically, the Council develops and promotes policies that facilitate the transferability of credit; publishes a transfer guide and user-friendly student materials; mediates transfer disputes; recommends practices designed to eliminate undue barriers to transfer; and commissions research into the overall effectiveness of the provincial transfer environment.

COUNCIL:
Council members are appointed by the Minister. They consist of two Co-Chairs, and representatives from colleges, institutes, university colleges, universities, faculty, students, school districts, and private institutions.

COMMITTEES:
The Council carries out its work with the assistance of a number of committees, whose members are drawn from the post-secondary system. The standing committees of council are the Transfer and Articulation Committee (TAC); Institutional Contact Persons Committee; Research Committee; Task Force on Standards and Processes; Transfer Liaison Network; and Publications Committee.

Revised: February 2001

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Transfer and Articulation Committee: Terms of Reference[1]

Membership

The Committee is composed of up to twelve members, at least two of whom are members of Council. The remaining members are drawn from a broad cross-section of the post-secondary community. Students and faculty are represented. The Associate Director also attends as a non-voting resource person. The term of membership is three years subject to renewal for one additional term if mutually agreed. The committee reports to Council.

Purpose

To provide advice and counsel to Articulation Committees and BCCAT on issues of articulation and transfer policy; to oversee Articulation Committees; to initiate, implement, and monitor projects or initiatives designed to improve or enhance transfer; to examine and provide advice on issues related to post-secondary admissions.

Objectives

1. To provide expert advice to BCCAT on key issues and values related to articulation and transfer in British Columbia.
2. To develop and recommend policies and practices to improve the admission and transfer opportunities for students wishing to move between post-secondary institutions.
3. To initiate, approve and monitor innovative transfer projects and initiatives.
4. To oversee the mandate, operations and effectiveness of Articulation Committees including reviewing requests for the establishment of new Articulation Committees, reviewing the need for the reduction and/or the consolidation of existing Articulation Committees, and advising on the appointment of System Liaison Persons.
5. To review issues that arise from meetings of the Articulation Committees and to assist in resolving any problematic situations as and when they arise.
6. To review articulation and/or transfer problems that arise, and to suggest mechanisms to resolve any such problems.
7. To review available research or documents on articulation and transfer issues in B.C. and/or other jurisdictions which might affect current or future transfer policies, procedures or projects.

1. The Transfer and Articulation Committee (TAC) is the committee of Council which is responsible for overseeing the work of Articulation Committees.

Part B:

Articulation and Articulation Committees

Articulation Committees: Overall Role and Terms of Reference

Articulation Committees: Their Essential Role in a Successful Transfer System[1]

British Columbia's public post-secondary system consists of 28 institutions, 14 of which offer degrees. In addition, Yukon College and four private institutions in B.C. participate in the provincial transfer system, where smooth student mobility between institutions is supported by all partners. Articulation committees play a critical role in that process and this paper provides a succinct overview of that role.

There are over 65 articulation committees currently recognized by the B.C. Council on Admissions and Transfer. They exist for most disciplines or programs that are delivered in more than one B.C. post-secondary institution. There are committees for academic programs (e.g. philosophy, math, English), applied and professional programs (e.g. nursing, adult education, tourism management), vocational, trades and technical programs (e.g. drafting, automotive service technician, welding) and adult basic education programs.

The Terms of Reference for articulation committees state that their purpose is to "expand educational opportunities for students by facilitating transfer of students from one educational institution to another." Discipline specialists normally come together once a year to share information, and engage in discussions related to curricular matters, particularly those affecting student mobility. For articulation committees in technical, vocational and preparatory fields, these discussions often centre on provincial curriculum and shared objectives, while for the committees in academic and professional disciplines topics most often revolve around course equivalencies and transfer relationships.

While specific transfer credit is not usually negotiated in detail at articulation committee meetings, deliberations at the meetings lead to common understandings regarding course objectives and outcomes, and relevant teaching methodologies. Professional working relationships are fostered among disciplinary colleagues throughout the system. At effective meetings current and potential transfer problems can be discussed, as well as ways to deal with or prevent

1. This document is also available as a one-page brochure from BCCAT.

those problems. Notice of upcoming curriculum changes can be given and common professional issues can be reviewed. Most committees also have a member from the secondary school system who provides valuable linkages to teachers of that curriculum and to issues related to secondary to post-secondary transitions.

All institutions offering a particular program are expected to send a representative to the annual meeting of the relevant articulation committee. The cost of attendance is borne by each institution. The successful functioning of articulation committees depends on the ability of each representative to provide effective liaison between his/her own department, the committee, and other institutions. It is vital, therefore, that institutions select as their representatives individuals who are "experienced members of their departments" (ideally department heads) and who are exceptionally well informed regarding articulation matters.

Inter-institutional credit transfer is a key aspect of the B.C. post-secondary system, providing mobility and facilitating efficient credential completion mechanisms for all students. At the same time, each institution is autonomous in matters of admissions, curriculum design and standards. Articulation committees provide an essential link between autonomous institutions offering related programs, and as such are a critical factor in the smooth functioning of a successful integrated and coordinated transfer system.

List of Currently Recognized Articulation Committees:

- Adult Basic Education (Computer Studies) Working Group
- Adult Basic Education (EDCP) Working Group
- Adult Basic Education (English) Working Group
- Adult Basic Education (Fundamental) Working Group
- Adult Basic Education (Math) Working Group
- Adult Basic Education (Science) Working Group
- Adult Basic Education (Social Science) Working Group
- Adult Basic Education – Steering Committee
- Adult Education
- Adult English as a Second Language
- Adult Special Education
- Adventure Tourism
- Agriculture/Horticulture
- Allied Dental Educators
- American Sign Language
- Applied Business Technology
- Auto Parts & Light Warehousing
- Automotive Collision Repair & Refinishing
- Automotive Service Technician
- Biology
- Business Administration

- Carpentry
- Chemistry
- Commerce
- Communications
- Computing Education
- Creative Writing
- Criminology
- Drafting/CADD
- Early Childhood
- Earth Sciences
- Economics
- Electrical
- Electronics Engineering Technology
- Electronics Technician
- Engineering
- English
- Environmental Programs
- Film Studies
- First Nations (pending)
- Forestry
- Geography
- Heavy Duty/Commercial Transport/Diesel Engines
- History
- Home Support/Resident Care Attendant
- Hospitality Management
- Human Service Worker
- Mathematics
- Millwright/Machinists
- Music
- Nursing
- Outdoor Power Equipment/Motorcycle/Marine
- Philosophy
- Physical Education & Kinesiology
- Physics
- Piping Trades
- Political Science
- Practical Nursing
- Professional Cook Training
- Psychology
- Recreation Education
- S.C.O.L.A. (modern languages)
- Sheet Metal
- Sociology/Anthropology
- Theatre
- Tourism Management
- Travel Programs
- Visual Arts & Design
- Welding
- Women's Studies

Objectives of Articulation

Revised: February 1998

Articulation in British Columbia is a process which contributes to an overall objective of expanding educational opportunities for students by:

a) providing a mechanism for exchanging information and enhancing cooperation and coordination among institutions providing instruction in a given area of study;
b) promoting course and program equivalency where appropriate; and
c) aiding in the process of achieving inter-institutional transfer credit.

As defined, and within these stated objectives, the articulation process should embrace universities, university colleges, colleges, institutes and secondary schools.

Terms of Reference for Articulation Committees

Revised: February 2001

1. Articulation Committees operate under the aegis of the B.C. Council on Admissions and Transfer and report to the Council through its Transfer and Articulation Committee.
2. Articulation Committees exist for most academic disciplines, and most career, vocational and developmental programs. The creation of new committees requires the approval of the Transfer and Articulation Committee.
3. All institutions are expected to send one representative to each articulation committee for which they deliver a program of study.
4. The cost of articulation meetings is to be covered by institutional budgets.
5. Articulation Committees consist of voting representatives of the public colleges, institutes, universities and university colleges which offer, or plan to offer, instruction in the respective discipline or program. In addition and as appropriate to the discipline, there will be one voting representative of the secondary schools and one from the corresponding Adult Basic Education Working Group. Articulation Committees may invite representatives of private institutions to participate (voting or non-voting) and may invite other guests or observers. In addition, appropriate Ministry staff may attend meetings.
6. A System Liaison Person (SLP) will be appointed to each committee by BCCAT in consultation with the committee, and when the committee concurs that such an appointment be made. The SLP will provide liaison with administrative groups and act as a non-voting resource person.

7. Committees will normally meet once a year for one or two days, at a time set by the Committee, but whenever possible during a non-teaching duty time. The location of each meeting will be determined by each committee but will most often be in the Greater Vancouver area for reasons of economy and convenience.
8. Committee members should be experienced representatives of their department and be well informed regarding articulation matters. They should serve for at least two years in order to build understanding and continuity.
9. Each Articulation Committee chairperson will distribute an agenda well in advance of each meeting. Shortly after each meeting (normally within one month), the draft minutes, including a list of participants and items to be drawn to BCCAT's attention, are to be sent to the Council office and to members.
10. Each member is responsible for liaison between his/her home institution and the Articulation Committee. This includes ensuring that all instructors and relevant administrators receive copies of committee meeting minutes and are informed regarding transfer issues, curricular change, program initiatives or any items likely to affect the home institution.
11. While course articulation is normally related to first and second year courses, the inter-relationship between upper and lower level courses can also be explored.

Goals of Articulation Committees

1. To expand educational opportunities for students by facilitating transfer of students from one educational institution to another.
2. To foster understanding of course objectives in the discipline/program and provide for liaison among instructors of the subject at all levels.
3. To exchange information about entry requirements, measures of achievement, course numbering systems, textbooks, and supporting facilities.
4. To exchange information, particularly relating to new developments in the field, to identify common professional issues, and to identify opportunities for program development.
5. To maintain liaison with appropriate external certification bodies.
6. To provide a forum for discussion of instructional practices and for the exchange of learning materials.
7. To provide a forum for the discussion of any changes contemplated in courses and programs that will affect transfer relationships.
8. To foster an orderly implementation of the Transfer Guidelines.
9. To identify and forward transfer problems which require the attention of the B.C. Council on Admissions and Transfer.

Length of Service for Committee Chair

At present, the responsibilities and terms of office for the chair vary greatly from one committee to another. Several expect the chair (or a small executive committee) to speak for the full committee between meetings, to collect information and set agendas for annual meetings, and generally to continue as an active chair throughout the year. Others expect little more from the chair than the chairing of the annual meeting. Some rotate the position of chair annually or simply agree that someone from the hosting institution will act as chair. Some hold annual elections but may elect the same person for several terms. A few have two or three year terms of office for the chair.

It is the opinion of BCCAT that committees benefit substantially from having chairs and secretaries who serve for a minimum of two years. We recommend that every committee adopt a chairing or executive structure which ensures efficiency, continuity, and distribution of work among members.

Articulation Committees and Accountability

The B.C. post-secondary system spends a considerable amount of pubic funds every year on articulation committee activities. This is a measure of the importance placed on the work of articulation committees. It is vital that these committees are accountable for this money, and that they are able to demonstrate that the public post-secondary system receives value from the meetings.

Accountability to BCCAT

BCCAT manages and coordinates articulation committees on behalf of the system, and responds to transfer issues and articulation problems identified by committees. Committees as a whole can demonstrate accountability to BCCAT in several ways:

- keep in touch with BCCAT and ensure that contact information for the committee is current;
- send draft minutes within one month of meeting;
- ensure matters requiring intervention or assistance are drawn to the attention of BCCAT.

Accountability to Institutions

While BCCAT sets the Terms of Reference for Committees and coordinates articulation activity, it does not pay for articulation meetings. The funds to cover expenses related to articulation activities (e.g. reviewing course outlines,

sending faculty to meetings) are included in the transfer of funds from the province to institutions in the post-secondary system. It is the institutions, therefore, who approve and pay for representatives to attend articulation meetings. It is important that individual members of committees communicate internally regarding the nature and purpose of the meeting, so that institutions are able to make informed decisions regarding what they are being asked to pay for.

BCCAT Guidelines refer to meetings taking place normally once a year, for one or two days, most often in the Lower Mainland. Participants should ensure that, when seeking approval to attend, they inform the institution if:

- the meeting is for more than two days;
- the articulation committee meets more often than once per year;
- the meeting is in a particular locale which may be deemed inappropriate (e.g. outside the province, in an expensive location, etc.);
- the meeting includes events which fall outside the Terms of Reference of articulation committees, such as professional development, fieldtrips, conferences or curriculum development.

See the Roles and Responsibilities sections, starting on the next page, for specific duties of Chairs and members of articulation committees.

Participants: Roles and Responsibilities

Roles and Responsibilities of Chair

The chair is key to the success of the articulation committee, as he/she has important responsibilities in communication with members, organizing and chairing the meeting and ensuring appropriate follow-up on action items. A committee structure that encourages delegation of responsibility and "succession planning" can help. The following are intended as general guidelines.

Item	Notes
1. Serve as formal contact with BCCAT.	Use BCCAT and the *Articulation Committee Handbook* as a resource.
2 Attend regular meetings of Articulation Chairs & SLPs, convened by BCCAT.	BCCAT reimburses travel and accommodation expenses for chairs for this event, normally held each year.
3. Notify all members regarding details of meetings of articulation committee.	Most representatives require several weeks' notice to book economy airfares. Establish/use an email group or list serve.
4. Ensure the secondary school representative, the ABE representative, and any other appropriate representative from private or public agencies is invited to attend meeting.	Contact BCCAT if you require clarification or information.
5. Set agenda, confirm date, venue and chairing arrangements for committee meeting. Send out agenda well in advance of meeting.	Each institution pays the cost of its member's travel. Meeting expenses (e.g. meeting room, food) are either borne by the host institution or shared among members. Clarify in advance what the host institution is prepared to contribute.
6. After the meeting, provide (or ensure secretary provides) minutes to BCCAT, and all committee members. It is understood that these will be draft minutes.	Send electronically if possible, or use Report Form (see page 45) and attach draft minutes. **This should be done as soon as possible after the meeting, normally within one month.**
7. Alert BCCAT, in a timely manner, to any issues requiring attention.	Use a cover memo, or highlight section of minutes.
8. Alert BCCAT to changes in chair.	Use Report Form or email. BCCAT will send handbook to new chair.
9. Pass on relevant information to new chair.	Here's your opportunity to mentor!
10. Check that your information is correct on the website.	BCCAT Website is: www.bccat.bc.ca. Go to Articulation Committee Menu.

Roles and Responsibilities of Individual Committee Member

Each articulation committee member provides a vital link between the committee and his/her home institution or constituency.

Item	Notes
1. Attend meetings of articulation committee. Make sure you obtain all necessary approvals to attend.	Home institution bears the cost. Most institutions have policies or procedures to follow regarding attendance.
2 Canvass department members or colleagues for agenda items in advance of meeting.	Contact chair to ensure that your items are included in the agenda for the meeting.
3. Distribute agenda to colleagues and relevant administrators in your institution.	Request feedback to take to the meeting.
4. After the meeting, distribute draft minutes and your own report to colleagues and relevant administrators at your home institution. If you are the representative of the secondary schools, send minutes and brief report to C2T2 and your PSA or the Career Education Society. If you are a representative from a corresponding ABE articulation committee, send minutes and report to your ABE articulation chair.	Some institutions ask that members submit a report as a condition of attendance. Check C2T2's website: **www.c2t2.ca** for contact names and numbers.
5. Alert own department if unable to serve on the committee or to attend a meeting. If you are the representative of the secondary schools, alert C2T2 if you cannot serve or attend meetings.	Department designates new member or alternative representative. C2T2 will identify an alternate representative from the secondary schools.
6. Ensure chair receives notice of any changes in member name and contact information.	Contact BCCAT if you need contact information for the chair, or try locating the information on our website: **www.bccat.bc.ca**
7. Pass on your committee file, minutes, etc. to the new representative.	
8. Consider serving as chair or secretary, or hosting a meeting.	Many committees have rotating meeting locations.

Roles and Responsibilities of System Liaison Person

The SLP is normally an administrator from a post-secondary institution who can serve as a knowledgeable resource person on system issues and processes. He/she should ideally have a knowledge or appreciation of, or experience in, the discipline and is appointed by BCCAT, following consultation with the articulation committee. While the SLP is non-voting, he/she is a valuable member of the articulation committee, bringing a wide knowledge of the post-secondary system to committee discussions, and helping to provide context for system initiatives and information on system processes. This provides assistance to the group members, who are mainly discipline experts. SLPs also act as advocates for articulation and provide links to administrative committees.

Item	Notes
1. Attend meetings of Articulation Chairs and System Liaison Persons, convened by BCCAT.	Home institution bears the cost for SLPs for these events, normally held each year in the early spring.
2 Attend annual meeting of articulation committee.	Home institution bears the cost.
3. Provide advice and information to committee about structure of post-secondary system and current system-wide innovations or initiatives.	Act as non-voting resource person, knowledgeable about system issues.
4. Provide continuity for committee as chairs rotate, with background and history of issues. Provide assistance as desired by committee with meeting procedures.	
5. Provide technical advice on how to forward an articulation concern through appropriate channels.	This may include contacting BCCAT on behalf of the committee.
6. Provide administrative perspective on issues under discussion.	For example, how initiatives and changes are budgeted for at institutions.
7. Act as liaison with system committees.	Committees might include Senior Instructional Officers Committee (SIOC) Vice-Presidents Academic Committee (VPAC), Deans and Directors groups, B.C. Association of Trades and Technical Administrators (BCATTA).
8. Alert BCCAT and committee chair if no longer able to serve.	BCCAT will appoint a replacement and send handbook.

Roles and Responsibilities of BCCAT

All articulation committees operate under the aegis of the Transfer and Articulation Committee of BCCAT. The BCCAT office maintains files on all committees and responds to concerns related to articulation and transfer.

Item	Notes
1. Appoint members and hold regular meetings of the Transfer & Articulation Committee (TAC) of Council.	Committee normally meets two or three times per year.
2 Convene meetings of Articulation Chairs and System Liaison Persons (SLPs).	Normally meetings are held once a year in early spring. BCCAT pays travel expenses for chairs to attend.
3. Maintain files on all articulation committees.	Files include contact information, minutes and correspondence.
4. Ensure committees know that BCCAT staff are available to attend meetings.	Staff may not be able to accommodate all requests, but they will try to do so.
5. Follow up on any contentious issues or disputes to facilitate resolutions as required.	Meeting Report Form or other means can be used by articulation committees to bring these issues to the attention of BCCAT.
6. In consultation with committee, appoint a System Liaison Person (SLP) to each articulation committee.	See previous page for role of SLP.
7. Publicize the work of articulation committees.	BCCAT newsletters or other appropriate media will contain information about the work of the committees.
8. Ensure that articulation members, chairs and SLPs are informed regarding roles and responsibilities.	BCCAT will provide handbook and maintain regular contact with chairs and SLPs.
9. Consult as appropriate with articulation committees as issues arise requiring their expertise or involvement.	Normally such contact is through chair.
10. Inform articulation committees about opportunities to undertake projects related to articulation and transfer.	Act as resource for articulation committee engaged in such projects.
11. Maintain section of website with relevant information and resources for articulation committees.	website: **www.bccat.bc.ca**

The Meeting

Setting Effective Agendas

The following suggestions grew out of a workshop at the Annual Meeting of Articulation Committee Chairs. They are provided as a helpful guide, especially for new chairs, but are not intended to be prescriptive.

In advance of the meeting:

1. Email participants at least two months before the meeting. Remind them of the date, request agenda items and suggest key issues;
2. Check previous minutes for items to be brought forward to this meeting;
3. Send out the agenda at least two weeks before the meeting;
4. Indicate which are action items (A) and which are information items (I) and schedule action items early on the agenda.

An agenda that follows a set pattern can be helpful as a starting point: For example:

Agenda Item	Notes
1. Welcome and introductions	Host institution often asks administrator to welcome participants. Make all new members feel welcome. Distribute sign-up sheet for contact information.
2 Approval of agenda	Does it seem do-able in the time? Should any items have a higher priority?
3. Approval of previous minutes	
4. Review purpose of meeting	Review Terms of Reference for Articulation Committees. Clarify what is and what is not articulation business. Ensure everyone is familiar with the Handbook.
5. Reports of subcommittees	In previous meetings, were any individuals or groups given tasks to do? Is the committee working on an articulation project?
6. Reports of Organizational Representatives	E.g.: Representativs from secondary school, ministry, BCCAT, professional bodies (e.g. CGA, BCRNA), ABE, ITAC, private post-secondary providers.

continued...

Agenda Item	Notes
7. New articulation business	e.g. Notice of changes to curriculum at receiving institutions and the implications of such changes; new program proposals; new advances in the discipline which will affect course outlines; impact of technology on course content or delivery; changes in external accrediting body regulations or policies; issues related to common instructional resources or assessment practices.
8. Summary of New Business	Review decisions made, actions agreed to and to whom they are assigned, items to be brought to the attention of BCCAT, any unresolved items to be brought forward to next meeting.
9. Elections	Try to maintain a committee structure that provides for "succession planning" and the sharing of responsibilities and tasks.
10. Institutional reports	These can be submitted in advance in writing. If time for verbal reports, ask participants to limit remarks to items relevant to the work of the committee.
11. Next meeting	Establish, if possible, meeting dates and locations two to three years in advance. Clarify hosting commitments and delegate responsibilities such as recording minutes.
12. Adjournment	

Guidelines for Articulation Committee Minutes

Purpose of Articulation Committee Minutes

The minutes of articulation committee meetings fulfill several key functions:

1. They inform all participating institutions about current province wide initiatives or proposals that can impact on the program or discipline.
2. They alert BCCAT and institutions to problems of articulation and transfer that may call for mediation or other types of intervention, and track those issues over time.
3. They form a record of which institutions have attended the articulation committee meeting.
4. They are an important measure of accountability.

Functional Minutes

While many items may be discussed at the meeting (e.g. institutional changes, personnel matters) which may be of interest to participants, the minutes should normally consist of those items which relate to the mandate of the committee to discuss, and, whenever possible, resolve issues related to the alignment of curriculum, the articulation of courses, and the ability of students to transfer credits without facing undue barriers. The minutes should concentrate on the following items:

- Attendees, location and duration of meeting;
- Decisions, action items or motions;
- Description of any items (e.g. new provincial or national initiatives) with implications for the discipline/program;
- Description of problems or issues that need attention, with suggestions for action (by committee members, by institutions, by BCCAT);
- Notable committee achievements or successes which can be highlighted in BCCAT publications or other places;
- Names and contact information for any incoming officers (chair, co-chair, secretary); and
- Date and location of next meeting.

Note

- Minutes should be sent to BCCAT *within four weeks of the meeting*. We understand that these will be draft minutes. (Use the form on page 45, or send them electronically.)
- Eventually, BCCAT plans to post minutes from articulation committee meetings on our website: **www.bccat.bc.ca**.

Frequently Asked Questions about Articulation Committees

Q: **What is the process to be followed when an institution changes its curriculum?**

A: One of the primary purposes of Articulation Committees is to provide a forum for the discussion of curricular issues, especially as they relate to articulation. Institutions that receive transfer students should discuss at articulation meetings upcoming changes which may/will affect transfer. They also have a duty to ensure that all sending institutions are well informed about proposed changes even if they do not have a representative at the articulation meeting.

There are three key elements to this consultation process:

1. All details of the proposed curricular changes should be explicit. Information such as calendar descriptions and course outlines; significant changes in assessment/evaluation practices; proposed changes in prerequisites, degree or credential requirements; changes to course levels (e.g. from lower division to upper division) should be provided. Feedback from affected sending institutions should be sought. Within the sending institutions it is important that the articulation contact person inform other faculty and relevant administrators of the proposed changes.

2. Adequate timelines should be established for the implementation of curricular changes which will allow for sending institutions to respond. This response may include adapting their own curriculum to fit the proposed changes and this can be a time-consuming process requiring "grandparenting" provisions.

3. The implications for transfer should be thoroughly examined, including the implications outside the immediate department. For example, if a credit value changes from assigned to unassigned for a certain math course, will that course still be acceptable as fulfilling the math requirements in another program?

Remember that good communication is two way. If in doubt, ask for information!

Q: **New programs and disciplines emerge all the time. How are new articulation committees formed for such programs?**

A: Because there are significant costs to the system, to individual institutions, and to BCCAT to establish and maintain articulation committees, new committees are not established unless approved by the Transfer and Articulation Committee of BCCAT.

In order for a new committee to be established, the discipline must be distinct and widespread in the post-secondary system, and the new committee must not duplicate the work of another committee. Therefore, one of the first options to consider is whether or not an existing committee can provide the appropriate venue for the discussions.

If an existing committee cannot accommodate the needs of the new or emerging group, that group should forward a proposal for the establishment of a new articulation committee to BCCAT. For committees for trades, occupations and apprenticeship programs, a copy of the proposal should also be sent to the Industrial Training and Apprenticeship Commission (ITAC).

This proposal should be as comprehensive as possible, and address the following items:

- a detailed rationale for the establishment of the new group;
- a description of the work it will undertake and the issues it will address;
- a list of the potential membership or representative groups including, as appropriate, ministry, secondary school, private sector or other representation;
- a plan for chairing, and for taking and distributing minutes;
- statements of support for the establishment of the committee from each participating institution's Dean or Director; and
- frequency and location of meetings and/or plans for electronic communication.

Once the proposal has been received, it will be adjudicated by the Transfer and Articulation Committee at their next meeting. Discussions with other interested parties (e.g. Deans' groups, ITAC) will form part of the adjudication process where appropriate. The Executive Director of the Council will communicate the decision of that committee to the proponent group.

Q: **What happens to committees that don't meet?**

A: It is understood that due to the evolving nature of post-secondary fields, articulation committees which may once have been needed, may no longer be relevant and may stop meeting. Where a committee has not supplied contact information, has not returned requests for information, or does not appear to have met for a period of two academic years, BCCAT will assume that the committee is no longer operative. Notification that this committee will be removed from the list of BCCAT approved committees will be sent to the last recorded chair and SLP of the committee, and will also be noted next to the name of the committee on the BCCAT website. If feasible, institutions which participated in the articulation committee will also be notified.

If no request to continue is received, or no activity occurs, the committee will be deleted from the list of approved articulation committees. In order to be reinstated, the committee must re-apply for approval, using the format developed for approval of new committees.

Q: **Our committee is concerned that an institution has not sent a member for several years. How can we encourage them to attend?**

A: A personal approach by the artiulation committee chair, such as a phone call or e-mail to the appropriate department, school or division chair/head, can help to clarify why a representative is not attending, and provide encouragement to do so. If the chair perceives a problem, he/she can also request help from BCCAT.

Q: **When do Ministry representatives attend articulation meetings?**

A: Several committees deal with subject areas which have corresponding responsibilities within the Ministry, looked after by a Coordinator, Manager or Director. Depending on the subject area, Ministry representation at articulation meetings may be well-established and ongoing, occasional or project-specific. Ministry representation is especially important in cases where curriculum review, new program development, or changes to provincial regulations which may affect your subject area, are being directed or coordinated within the Ministry. If you are not sure whether or not to invite a Ministry representative, or whom to contact, BCCAT will be glad to put you in touch with the appropriate person. This refers to the ministries responsible for both the secondary and the post-secondary sectors.

Q: **How do we identify a secondary school representative for our committee?**

A: It is best to have a representative who is in a position to represent the secondary schools on a consistent basis. The Centre for Curriculum, Transfer & Technology (C2T2) has set up a process to identify such representatives. Please contact the Centre by calling (250) 413-4402. Information can also be found by following the "Student Transitions" link at www.c2t2.ca.

Q. **What role does the secondary school representative play on our committee?**

A: The secondary school representative is a full voting member of the committee. The purpose of including a representative from the secondary schools is to improve communication and articulation between the two sectors. The person, therefore, should be someone who is appropriately qualified and can speak knowledgeably about the subject area as it pertains to the secondary school curriculum, and can represent the interests of that sector. As with all other members, he/she represents a curricular area or program, and has no authority to speak for, or make decisions binding upon a school, or an association. Secondary school representatives should make reasonable efforts to communicate with their colleagues, through their professional associations or networks, about the agenda and decisions of articulation committees. It is recognized, however, that this can be difficult, given the number of secondary schools and the limited representation. It is also helpful if he/she can assist in finding and providing orientation for a new representative if no longer able to serve.

Q: **How are links maintained between the Adult Basic Education (ABE) Working Groups and their corresponding articulation committees?**

A. It is essential to provide linkages between ABE and post-secondary programs in the same discipline, similar to the linkages provided between the secondary and post-secondary sectors by the secondary school representatives. Both the Transfer & Articulation Committee of BCCAT, and the Deans & Directors of Developmental Education endorse the addition of ABE representatives to articulation committees. The ABE Working Group chair appoints a member to sit on each corresponding articulation committee, to act as a liaison between the two committees. The normal practice is that the representative will come from the locality in which the articulation committee meeting will take place and therefore may be a different person each year. The ABE representative is a full voting member of the articulation committee and has the responsibility to report back to his/her working group, and to speak to issues related to communications, coordination and articulation between the two sectors. If an articulation chair is unsure if his/her committee should invite an ABE representative, he/she should contact BCCAT.

Q: **When is it appropriate to invite representation from private post-secondary institutions?**

A: This will vary from committee to committee. Articulation and credit transfer agreements between private post-secondary institutions and public colleges, university colleges and institutes were enabled as a result of the Ministry's Strategic Plan "Charting a New Course." It is in the best interest of both public and private institutions to maintain as open a communication as possible in curricular areas where significant articulation agreements exist. Articulation committees can decide whether representatives from private institutions should be invited to attend and whether they should participate as visitors/observers or as full members.

Q: **Who pays for Articulation Committee Meetings?**

A: The budget for institutional representatives to attend articulation committee meetings is disbursed to each institution by the Ministry as part of the annual budgetary allocation process. Therefore, each institution is responsible to pay for the costs associated with sending a representative.

BCCAT reimburses the expenses of articulation committee chairs to attend the BCCAT Annual Meeting. BCCAT does not have any budget to cover costs associated with articulation committee meetings (apart from the attendance of BCCAT staff members).

Q: **Our meetings have a tendency to go off track. How do we avoid that?**

A: When faculty from the same discipline get together from all over the province, there is a natural inclination to discuss items of common concern. The challenge is to make sure that such discussions are germane to the terms of reference for articulation committees as outlined in this handbook. Chairs should help orient the whole group to the mandate of the committee, the process of articulation and the relationship of the committee to the BCCAT. Some time can be spent at the beginning of each meeting (especially when guests have been invited or where many members are new) on such a discussion/orientation.

Q: **We want to organize some other activities for our members in conjunction with the articulation committee meeting. Is that a problem?**

A: Many articulation committees organize professional development events in conjunction with the meeting, or schedule their meeting to coincide with a conference related to their discipline. Others take the opportunity to engage in work related to curriculum development. The important thing is to distinguish between what is articulation committee business (see the Terms of Reference for Articulation Committees) and what is "other" business. The agenda that goes out to all members in advance of the meeting should be clear on this point. While all post-secondary institutions in B.C. recognize the importance of professional development and instruction-related activities, and in many cases the advantage of tying such events to articulation

committee attendance, most have different budgeting mechanisms for this type of travel. Institutions have told BCCAT that they need to be clear about the nature and purpose of the travel which they are funding.

Q: **My institution is hosting the meeting this year. What is expected of us?**

A: Many committees rotate their meeting location among member institutions. If you are hosting the meeting, it's a good idea to ensure that you have the support of your institution. Since the host department does not incur travel costs to send a representative to the meeting, it is usually able to provide a meeting room, food, and miscellaneous support such as photocopying. However, this is sometimes beyond the budget of the department, and in this case the committee usually covers the expenses by sharing the costs among members.

Q: **As chair of my articulation committee, I have been asked to sit on a provincial committee. Is this part of my duties?**

A: Since articulation committees represent considerable bodies of expertise in subject areas, they may be asked from time to time to send representatives to other committees or task forces. Such involvement can be desirable and mutually beneficial, but it can also present a dilemma for the committee. There is normally no funding for members' or chairs' activities beyond the committee meetings themselves and invitational workshops held by the BCCAT, and no release time from teaching duties for additional responsibilities. Chairs or representatives are advised to request any necessary funding from the organization requesting the representation. They should also seek the permission and support of their own departments to engage in "extra" activities.

One significant current exception is that a representative (often the chair) from each trades related articulation committee is invited to sit on the corresponding Trades Advisory Committee. The Industrial Training and Apprenticeship Commission (ITAC) pays the travel expenses for the articulation committee member to attend Trades Advisory Committee meetings.

Part C:

Transfer Guidelines

Principles and Guidelines for Transfer

Preamble

Transfer relationships in British Columbia are governed by statements which were adopted by the Council in 1993 after thorough consultation with all of the public post-secondary institutions in the province and with the private and out-of-province institutions listed in the Transfer Guide.

The principles and guidelines are based on those formulated by the British Columbia Post-Secondary Coordinating Committee and approved by university senate and college councils in 1976 and 1977.

Principles

1. The primary purpose for transfer among colleges, university colleges, universities and institutes is to increase student accessibility to post-secondary education by facilitating student mobility between institutions.
2. Each institution in the British Columbia post-secondary system will seek to enhance accessibility by planning for, and accepting as transfers, students who have completed a portion of their post-secondary studies at another institution in the system.
3. In any transfer arrangement, the academic integrity of the individual institutions and programs must be protected and preserved.
4. Awarding of transfer credit will be governed by the policies and regulations of the Senates and Boards of the institutions concerned.
5. Course or program transfer credit should be based on equivalency of academic achievement and of knowledge and skills acquired.
6. In determining the eligibility of transfer students for admission, receiving institutions will give primary consideration to a student's post-secondary academic record, provided the student has completed at least 30 credits of post-secondary studies.
7. While the minimum conditions for admitting transfer students will be published, receiving institutions may limit admissions to programs based on availability of resources.
8. Admission of transfer students to some programs may be based upon criteria pertinent to the program, additional to academic performance. While academic prerequisites ensure eligibility, they do not guarantee admission to a particular program.

9. If transfer arrangements are to be effective, students must be provided with information, prior to beginning their programs at sending institutions, as to course equivalencies, program prerequisites, and levels of achievement on which admission to and awarding of transfer credit at receiving institutions will be based. Receiving institutions should not make changes in these arrangements without providing adequate notice and lead time to sending institutions.

Guidelines

1. Although formal transfer negotiations shall take place via the designated persons at each of the institutions, discussions concerning course content, adequacy of supporting facilities and related matters should generally occur first at the local (i.e., department to department or instructor to instructor) level.

   The institutions seeking transfer credit should be prepared to provide the following information: course name, course number, length of instructional period, hours per week (lecture, lab, seminar) objective of course, and - although subject to change without notice - texts and required reading, initial proposals for method of instructing and evaluation, and the qualifications of instructors.

2. Negotiations between institutions regarding equivalency should recognize that effective learning can occur under a variety of arrangements and conditions. Various methods of demonstrating or achieving equivalency may be employed, particularly for career programs; for example, course equivalency, competency tests, challenge exams, program equivalency and bridging programs.

3. Program or discipline articulation committees consisting of representatives of institutions offering the respective programs meet routinely to share information and enhance cooperation among people providing instruction in given areas of study; to promote course equivalency where appropriate; and to aid in the process of achieving inter-institutional transfer credit. Curriculum issues arising from transfer agreements may be addressed to appropriate articulation committees.

4. An institution which denies the transfer of credit requested by another institution shall state the reasons for the refusal.

5. Once an agreement has been reached on the conditions of credit transfer of an individual course or program of studies, it shall not be abrogated without reference to the designated authorities in the institution affected.

6. An institution planning changes to its curriculum which will affect the requirements for credit transfer should inform the members of the relevant articulation committees as far in advance of implementation as possible so that other institutions can consider the desirability of alterations to their

courses and programs. Until others have been notified of changes, institutions have an obligation to fulfill the commitments of current course outlines.

7. The minimum GPA for admission as a transfer student is normally 2.0 (C). Receiving institutions which require higher GPAs for programs to which access is limited and for which transfer quotas have been established will normally give preference to students who have completed as much of their programs of studies as is feasible at the sending institutions.

   For one of a kind programs or programs with very limited enrolments (usually professional and career) for which sending institutions offer specific transfer programs, appropriate administrators from sending and receiving institutions should, as part of a transfer agreement, establish enrolment quotas for each of the participating institutions.

8. Transfer arrangements between colleges and universities are assumed to be based on "lower division" (i.e., first and second year) studies. It is recognized that the assignment of 'year level' to any individual course might vary at different institutions and, therefore, specific exceptions to this rule might occur under inter-institutional arrangements.

9. Transfer of credit includes the following categories:

   i) Specific equivalent of a given course (assigned credit);
   ii) Unassigned (elective) credit in a discipline or department;
   iii) Unassigned (elective) credit in a faculty or program;
   iv) Unassigned (elective) credit for courses not identifiable with course offerings but which are evaluated as being appropriate for academic credit on transfer.

Supplemental Principles and Guidelines for Flexible or Innovative Transfer[1]

Preamble

After extensive study and consultation, the B.C. Council on Admissions and Transfer (BCCAT) has concluded that transfer among institutions in B.C. has become and will continue to become more complex due to the increase in the number of degree granting institutions. To maximize student access, the B.C. post-secondary education system is committed to enabling students to transfer relevant credits among institutions. In order to sustain this commitment in the face of the increasing number of receiving institutions and complex patterns of student movement among institutions, the B.C. Council on Admissions and Transfer is working to encourage the development of more innovative, flexible and efficient transfer arrangements. In doing so it recognizes the existence of necessary constraints on credit transfer, but wishes to minimize inequities and difficulties faced by students and institutions.

Therefore, the Council has developed a set of Supplemental Principles and Guidelines for Flexible or Innovative Transfer. These new principles and guidelines have not been formalized, in the sense of being developed through a process of extensive consultation with the post-secondary system. Nevertheless, Council believes that they are potentially very useful, both generally, and for application to projects to develop alternate, flexible approaches to transfer.

General Principles for Flexible and Innovative Transfer

1. Students should be able to complete all lower division degree requirements at a college, provided that the college offers a reasonable variety of courses in their chosen discipline.
2. Neither transfer nor direct entry students should be advantaged or disadvantaged as a result of the transfer process.

General Guidelines for Flexible and Innovative Transfer

1. Variations in institutional programs that reflect differing missions, context or expertise should be respected and accommodated. Accommodation strat-

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1. Besides the provincially approved "Principles and Guidelines for Transfer" (see page 34), the B.C. Council on Admissions and Transfer has developed a supplemental set of principles and guidelines for "Flexible or Innovative Transfer." This second set has been endorsed by the Council, and is intended to provide additional guidance to institutions or committees who are developing new kinds of transfer agreements.

egies may include receiving institutions setting more flexible course or credit requirements for transfer students than for direct entry students.

2. Sending and receiving institutions should provide a written rationale for the designation of courses as upper or lower division when requested.

3. Each receiving institution should normally grant the same number of credits for each transfer course as it grants its own equivalent course.

4. For the purpose of assessing equivalency, comparison of courses or programs may be based on a variety of factors, including the following (as many as are appropriate):

- comparison of detailed content elements
- comparison of outcomes
- comparison of general subject matter
- comparison of depth or breadth of coverage of subject matter, even if content details or approach are different
- comparison of assessment
- documented evidence of student success in subsequent courses

5. Block transfer, flexible transfer or transfer innovation agreements should not undermine the ability of students to continue to transfer on a course by course basis.

Guidelines for Block Transfer Agreements

Definition of Block Transfer: *Block Transfer is the process whereby a block of credits is granted to students who have successfully completed a certificate, diploma or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a degree program or other credential.*

1. Block Transfer agreements will normally involve certificate or diploma programs from the sending institutions, but may also involve smaller blocks or clusters of courses or credits.

2. Where the receiving institution does not grant the number of credits equivalent to the number the sending institution grants for the block, it should provide clear rationale for the number of credits granted.

3. While many block transfer agreements include a provision that the student is deemed to have fulfilled all lower level requirements, others may stipulate that any lower level requirements that have not been completed must still be taken.

4. Block transfer agreements should be clear, in that each student should know exactly what credit he/she will receive at the receiving institution.

5. A block transfer agreement does not guarantee admission to the receiving program or confer priority status, unless such provisions are specifically built into the agreement.

6. The standards or criteria for program admission for students transferring under a block transfer agreement should be clearly stated in the agreement.

7. Sending and receiving institutions should reach agreement on what constitutes replication of coursework before a block transfer agreement is finalized. Students should not have to repeat content of which they have already demonstrated substantial mastery.

8. If a block transfer agreement provides for two years of credit transfer, transfer students should be able to finish a four-year degree in a further two years or within a reasonable additional amount of time if deemed essential by the receiving institution.

9. Block transfer arrangements should involve signed formal agreements between a sending and receiving institution.

10. Block transfer arrangements should be well documented (including in the B.C. Transfer Guide) and accessible to students.

11. Depending on the agreement, block transfer agreements may include provision for course-by-course allocation of credit, or may obviate the need for such allocation.

Part D:

Forms

REVISED: NOVEMBER 2000

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

B.C. Transfer Credit Evaluation Form

Elements marked with the ⌦ symbol are **required**. Please see additional information on the **reverse**.

⌦ **FROM:**

☐ BCIT ☐ BCOU ☐ CAMO ☐ CAP ☐ CNC ☐ COTR ☐ COLU ☐ COQU ☐ CCC ☐ DOUG
☐ ECIAD ☐ IIG ☐ KWAN ☐ LANG ☐ MALA ☐ NVIT ☐ NIC ☐ NLC ☐ NWCC ☐ OUC
☐ SELK ☐ SFU ☐ TECHU ☐ TWU ☐ UBC ☐ UCC ☐ UCFV ☐ UNBC ☐ UVIC ☐ VCC
☐ YUKO ☐ Other: _____

CONTACT NAME: _____ TEL: (_____)_____ EMAIL: _____

⌦ In this instance the institution identified above is the: ☐ Sending Institution ☐ Receiving Institution

⌦ DATE FORM INITIATED (MM/DD/YY): ____/____/____

⌦ **TO:**

☐ BCIT ☐ BCOU ☐ CAMO ☐ CAP ☐ CNC ☐ COTR ☐ COLU ☐ COQU ☐ CCC ☐ DOUG
☐ ECIAD ☐ IIG ☐ KWAN ☐ LANG ☐ MALA ☐ NVIT ☐ NIC ☐ NLC ☐ NWCC ☐ OUC
☐ SELK ☐ SFU ☐ TECHU ☐ TWU ☐ UBC ☐ UCC ☐ UCFV ☐ UNBC ☐ UVIC ☐ VCC
☐ YUKO ☐ Other: _____

CONTACT NAME: _____ TEL: (_____)_____ EMAIL: _____

1. TRANSFER CREDIT EVALUATION or RE-EVALUATION

A. To be completed by the SENDING INSTITUTION

Use a separate form for each course submitted. Attach supporting documentation, including course outline/syllabus. (This section may also be completed by a Receiving Institution if it is initiating a transfer credit evaluation or re-evaluation of a Sending Institution course.)

⌦ **Check One:** ☐ NEW course at Sending Institution ☐ REVISED course at Sending Institution

⌦ **Course NAME:** _____

⌦ **Course PREFIX:** _____

⌦ **Course NUMBER:** _____

⌦ **Credit/Unit VALUE:** _____

⌦ **DATE 1st OFFERED in this form / content** (course start date/revision date) (MM/YY): ____/____

SUGGESTED CREDIT AT RECEIVING INSTITUTION: _____

B. To be completed by the RECEIVING INSTITUTION:

⌦ **Check ONE of the three boxes below** and complete appropriate blanks:

☐ **INCOMPLETE** - Please submit additional information, i.e. _____

☐ **NO CREDIT AVAILABLE**, for the following reason(s): _____

Effective date of "No credit" evaluation (MM/YY): _____/_____ (usually corresponds to "Date 1st Offered...," above)

☐ **CREDIT ESTABLISHED:**

⌦ **Check ONE of the four boxes below:**

☐ There is no previously existing transfer credit for this course

☐ This credit REPLACES ALL previously existing credit

☐ This credit REPLACES any existing credit, as of the Start Date shown below

☐ This credit is IN ADDITION TO any existing credit, as of the Start Date shown below

⌦ **START Date** (date this credit first available (MM/YY): _____/_____ (usually corresponds to "Date 1st Offered..." above)

END Date: (date this credit terminates, if known (MM/YY): _____/_____

⌦ **CREDIT Details** (Course prefix(es) and number(s), credit/unit value(s), restrictions, options, notes):

_____

Additional NOTES (*not* for inclusion in Transfer Guides): _____

2. PREFIX CHANGE, or COURSE RENUMBERING (no content changes), or COURSE DELETION (by Sending Institution)

Attach a separate listing if changes are numerous. Note: A course deletion by a Receiving Institution should normally require a re-evaluation by the Receiving Institution of the corresponding Sending Institution course(s). Use Section 1, above, for such instances.

Check One:
☐ PREFIX CHANGE
☐ RENUMBERING
☐ DELETION

	Institution:	Old Prefix & No. or Deleted Course	New Prefix & No. (if applicable)	Date of Change or Date of Course Termination (M/Y)
Provide Specifics: >>	_____	_____	_____	_____ / _____

3. APPROVALS (provide approvals according to your internal institutional procedures)

	NAME	SIGNATURE	DATE (M/D/Y)
For the Receiving Institution:			
DEPARTMENT (or other _____):	_____	_____	_____
FACULTY (or other _____):	_____	_____	_____
*REGISTRAR/ADMISSIONS: (**REQUIRED** by BCCAT for Sect 1 evaluations)	_____	_____	_____
For the Sending Institution:			
DEPARTMENT (or other _____):	_____	_____	_____
FACULTY (or other _____):	_____	_____	_____
*REGISTRAR/ADMISSIONS: (**REQUIRED** by BCCAT for Sect 2 changes)	_____	_____	_____

4. DISTRIBUTION

When completed, this form should be vetted by the Registrar/Admissions Office at the Receiving Institution (for Section 1 changes) or at the Offering Institution (Section 2 changes). Copies should be distributed by the Registrar/Admissions office to appropriate contacts at:
☐ Sending Institution ☐ Receiving Institution and to: ☐ BC Transfer Guide Coordinator, c/o P.O. Box 115, Mill Bay, BC V0R 2P0

BEST COPY AVAILABLE

REVISED: NOVEMBER 2000

HOW TO USE THE B.C. Transfer Credit Evaluation Form

This page is an important part of the form.
IF YOU PHOTOCOPY THE FORM, PLEASE PHOTOCOPY BOTH SIDES.

General:

The B.C. Transfer Credit Evaluation Form is intended to consolidate transfer information collected by B.C.'s post-secondary institutions and record the changes required to the course-by-course transfer database maintained for the province-wide *BC Transfer Guide* (both print and electronic versions). The system-wide implementation of this form is endorsed by the BC Registrars' Association and the British Columbia Council on Admissions and Transfer.

Comments concerning ways in which the form may be improved would be welcomed and can be sent to the Transfer Guide Coordinator at the address noted below.

A principal aim of the form is to acquire, on paper, authorization of changes to course transfer information. Appropriate signatures (Section 3 of the Form - Approvals) are therefore mandatory.

Please ensure the form is filled out clearly – PLEASE PRINT.

Definitions:

- **Sending Institution**: The institution at which the course work was completed; where a student is transferring from.
- **Receiving Institution**: The institution granting credit for course work completed at a Sending Institution; where a student is transferring to.

Contact Information:

A complete list of current BCCAT Institutional Contact Persons (ICPs) is available from the B.C. Transfer Guide Coordinator (address below).

Copies of this Form:

Institutions should photocopy this form in required quantities. We recommend you photocopy both sides of the form.

Originals may be requested from the Transfer Guide Co-ordinator (address below) or downloaded, in Word or PDF formats, from: ftp://ftp.islandnet.com/bccat

(To print the downloaded Word version of the form you will need the Arial and Wingdings fonts on your system for the Form to print exactly as designed. The PDF version has all fonts embedded.)

Regarding changes to the *British Columbia Transfer Guide* (print and online versions):

BCCAT maintains a transfer information database file for each academic year. Changes will be made to the data files according to the effective date or date of change indicated on the Transfer Credit Evaluation Form.

The online version of the *BC Transfer Guide* (www.bccat.bc.ca) is updated on a monthly (or more frequent) basis. The print version, published annually in July, will also reflect any additions and changes itemized on this form and received by the BC Transfer Guide Coordinator prior to annual deadlines.

Required Information:

Elements of the Form which are preceded with the ⊠ symbol indicate required data. Forms submitted to BCCAT without the required data may be returned to the institution(s) with a request for the missing data, thus delaying processing by BCCAT and entry into the Transfer Guide database.

Approvals:

- **SECTION 1** (new transfer agreements or re-evaluations of existing agreements):

  Space is provided on the form for approvals to be supplied according to the Receiving Institution's internal procedures and requirements.

  BCCAT requires approval from the Registrar's and/or Admissions office of the **Receiving Institution** before any additions or changes are made to the published provincial Transfer Guide (print and electronic versions).

  Typically, a Sending Institution will complete Section 1A to initiate the evaluation process. A Receiving Institution will complete Section 1B and 3 (approvals). The Receiving Institution's registrar/admissions staff will then vet and record the information, and then distribute the completed form to appropriate internal and external offices, and to the B.C. Transfer Guide Coordinator (address below).

  Note: The Receiving Institution should send a copy of the completed form to the B.C. Transfer Guide Coordinator **only after it has been properly completed and approved** according to the institution's internal requirements and procedures, and **vetted and recorded** by registrar/admissions staff.

  It is not necessary to send supporting documentation (e.g. course outlines) to the Transfer Guide Coordinator.

- **SECTION 2** (Prefix changes, Course renumberings, Course deletions):

  BCCAT requires approval from the Registrar's and/or Admissions office of the institution offering the course(s) itemized on the form, before any additions or changes are made to the published B.C. Transfer Guide (print and electronic versions).

  Typically, an institution will complete Section 2 and approve the form (in Section 3) according to its own internal procedures. Registrar/admissions staff at the institution should vet and record the information, then send copies to appropriate contacts at applicable institutions and to the B.C. Transfer Guide Coordinator (address below).

  Note: A course deletion by a Receiving Institution should normally require a re-evaluation by the Receiving Institution of any Sending Institution course(s) which previously transferred to the now non-existing Receiving Institution course. A Receiving Institution can undertake the re-evaluation unilaterally, and complete both Sections 1A and 1B of the Transfer Form.

Form Distribution:

It is the responsibility of institutions to ensure completed forms are directed to appropriate staff/offices at the Sending and Receiving Institutions affected by the noted changes. BCCAT cannot undertake to inform institutions of changes proposed or approved.

Copies of this form (after institutional approvals, vetting and recording) should be mailed or faxed to the BC Transfer Guide Coordinator (address below).

Transfer Guide Co-ordinator:

BC Transfer Guide Coordinator
c/o P.O. Box 115
Mill Bay, BC V0R 2P0

Phone: 250-743-2946
Fax: 250-743-2910
Email: TransferGuide@bccat.bc.ca

BEST COPY AVAILABLE

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

SUPPORTING BC's EDUCATION SYSTEM

Articulation Committee Meeting Report Form

Name of Articulation Committee: _____

Date(s) of meeting (year/month/day): _____

Location: _____

PLEASE:

- Return this form to BCCAT (address below) within one month of meeting,
- Attach minutes, including information about date and location of subsequent meeting.
- Feel free to highlight issues which you wish brought to the attention of BCCAT.
- Send list of committee members and their institutions, indicating whether or not they attended this meeting.

CHAIR:

Term beginning on _____

Name: _____ Institution: _____

Address & Postal Code: _____

Phone: _____ Fax: _____ E-mail: _____

CO-CHAIR:

Term beginning on _____

Name: _____ Institution: _____

Address & Postal Code: _____

Phone: _____ Fax: _____ E-mail: _____

ATTACHMENTS:

- ❑ draft minutes of meeting
- ❑ list of attendees
- ❑ information re: date and location of next meeting

SEND THIS FORM AND ATTACHMENTS TO:

BC Council on Admissions & Transfer
709 - 555 Seymour St., Vancouver, BC V6B 3H6